

2023 Summer Reading for AP Literature

(Read through this document in its entirety before beginning.)

“Be a good steward of your gifts. Protect your time. Feed your inner life. Avoid too much noise. Read good books, have good sentences in your ears. Be by yourself as often as you can. Walk.

Take the phone off the hook.”

--Jane Kenyon, Poet

Dear AP Literature Student,

I am thrilled you have chosen to take AP Literature & Composition next year. Our year-long study of literature will examine the ways in which literature speaks to what it means to be human, specifically we will ask:

How does literature help us explore how we want to live, learn, and be to one another?

We will explore this question and many more by examining the intertextuality of literature, the ways in which various pieces of poetry, drama, and novels intersect with one another across time, space, and culture. We will also consider how our reading brains are responding to and evolving in light of the quantity of digital reading we utilize in our daily lives.

My goal is for this summer assignment to feel like an exploration of your reading identity, re-familiarizing yourself with the literature you love or maybe haven't learned to love just yet. I want this to be an exercise in finding and naming your comfort zones but also finding and naming those places where your relationship with literature is a bit more shadowy. Those shadowy places are the terrain in which we will do our work together next year.

Some logistics--

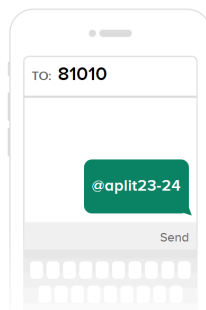
REMIND:

please sign up immediately for the 23-24 AP Lit Remind by texting @aplit23-24 to 81010.

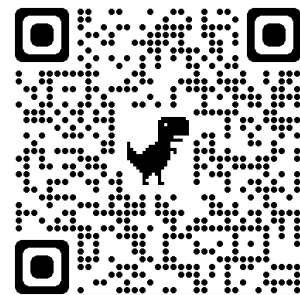
MAKE A COPY:

Upon accessing this document, make a copy and place it in your own google drive to work from.

Tell people to text @aplit23-24 to the number 81010
They'll receive a welcome text from Remind.
If anyone has trouble with 81010, they can try texting @aplit23-24 to (469) 437-4632.



Scan this QR code to access this assignment digitally



Don't hesitate to text if you have questions throughout the summer. Please know that I do not regularly check my email over the summer as I am often camping in places without much internet. Remind is the best way to contact me with questions. I am looking forward to our year together. Let me know if you have any questions or concerns. This assignment is due Friday, Aug 18, when you walk into class.

Happy reading!

Ms. Reiman

ahreima@ilstu.edu

The Actual Summer Assignment

“We read to know we are not alone.” --C.S. Lewis

For this summer assignment, you will draft a letter (by hand or typed) helping me get to know you as a reader. Each paragraph of your letter will correspond to the texts and tasks below.

Part I -- Reading autobiography

Text: None.

Task: Paragraph 1 --Open your letter to me by introducing yourself to me and a paragraph exploring your autobiography of reading. Think about how you would conceptualize and categorize the impact reading has had on you. What genres do you tend to read? What have been challenging reads outside your comfort zone that proved important to you? I want to read about why you feel the way that you do. I want to get to know you as a reader.

Why it is important -- This is the first step in me getting to know you as a reader. What’s more important than that?

Part II-- Reading in a Digital World

Text: Podcast on *Inquiry*: [Reader, Come Home](#) (29 min)

Before adding your second paragraph, I want you to listen to the podcast interview with Maryanne Wolf, author of *Reader, Come Home* linked above (Optional read: [Book Review](#)). The goal of this interview is *not* to make you feel shame or embarrassment over what has become of your reading life. Nor should you feel shame of any kind about your use of digital technology. Wolf argues we are in a social and evolutionary shift towards a biliterate brain that must navigate literacy on both the printed page and in digital spaces. The purpose of this podcast is to provide us with a **shared vocabulary around the science of deep reading** and the pause we need to build around our reading in order to develop the skills deep reading cultivates. As you listen, consider the following concepts and questions before you draft your paragraph. Please note, many of these concepts you will need to understand through *inference*; their meaning will not be stated overtly in the podcast.

- Deep reading
- Analogical reading
- Inference
- Empathy
- “The pace of the book’s demands”: what does this phrase mean? what is the “fix” to get back to the immersive quality of reading?
- “Ill-fated Procrustean Bed”: what is the role of allusion in literature and shared cultural history? how does deep reading contribute to this shared cultural history?
- Cognitive patience
- Skimming modality
- Marginalia/annotations

Task: Paragraph 2 After listening to the podcast and reflecting on the concepts above, write a paragraph explaining how digital media has impacted your own reading. Which of these concepts was most illuminating to you as you reflect on your reading? What measures do you take (or do you want to set a goal to take) in order to protect (or cultivate) deep reading as a practice in your life. To be clear, deep reading will be necessary for this class.

Why is this important? We are living in a time where we know more than ever before about how the brain processes reading and the ways reading benefit our socialization, critical thinking, and mental well being. We are also living in a time where countless entities are vying for our attention. Some have dubbed this era as one ruled by the “[attention economy](#).” In order to exert agency over our reading lives, we need shared language for exploring the science and art of reading.

Part III: Practice Deep Reading

Text: Participate in your local library’s summer reading program. **At least one** of the books you read this summer must be read with a partner (ie. parent, sibling, friend, future peer in this class). You have full choice to read what you want.

Note: while we will read some nonfiction essays in this class (texture texts), our primary texts for analysis (fulcrum texts) will be fiction. However, this part of the assignment is about exploring your own reader preferences, so feel free to read nonfiction. The requirement is that it must be for pleasure. No SAT/ACT prep texts. This needs to be something you choose freely.

If you are interested in exploring AP-Style texts, consider the lists provided below:

- [AP FRQ 3 List from 2022](#) (FRQ #3 is what is called the “Major Works Prompt in which you respond to a thematic question with your knowledge of a full-length play or novel--feel free to aim for contemporary novels--there is such good contemporary literary fiction in the world right now.) Novels that have been big hits with students in the past:
 - [All the Light We Cannot See](#) by Anthony Doerr (novel set in WWII, becoming a Netflix show soon)
 - [The Invisible Life of Addie LaRue](#) by V.E. Schwab (novel covers 1714 France to present day America)
- [National Book Award](#) Lists
- U-High Library [Taste of Summer Lib Guide](#) (includes faculty recs and summer faves)
- If you are curious about any of my selections for this summer, here they are (I share these titles merely to encourage you to read widely; read something you will enjoy):
 - [The City we Became](#) by N.K. Jemisin (because I LOVE sci-fi/fantasy and N.K. Jemisin is transforming this genre; [The Broken Earth](#) series is incredible)
 - [The Weight of Ink](#) by Rachel Kadish (this is my current audiobook; lush, lovely British accents and tells parallel stories in the past and present)
 - [On Earth We Were Briefly Gorgeous](#) by Ocean Vuong (this is poet I love; he has written this fiction book that has begun to appear in AP classes, so I want to try it. Plus it is pretty short (7 hours on audiobook, but I typically listen to audiobooks at 1.35-1.5 speed)
 - Nonfiction read: [Awe: The New Science of Everyday Wonder](#) by Dacher Keltner (I am almost done with this book. I am going to assign you all an Awe Walk early in the school year; this is where it is coming from. :))
 - Nonfiction read: [Stolen Focus: Why You Can't Pay Attention](#) by Johann Hari (I am halfway through this one and I am going to try to convince teachers to read it along with me because the implications of this book on focus and learning are something we need to be addressing in our classes)
 - Poetry: [The World Keeps Ending and the World Goes On](#) by Franny Choi (almost done with this one; it is phenomenal poetry about creating hope amidst all the crises of the world)

Task: Paragraph 3 Reflect on your selection process for what you read and what you decided to read with someone. Reflect on the discussions you had with your reading partner and how those discussions impacted your reading of the text. What parts of the story do you pay attention to on your own? How does discussion shift or expand the things you paid attention to? Notice if any patterns emerged in your preferences and your approach to deep reading. With any novel, be sure to pay attention to the title and epigraphs.

Feel free to share with me anything else you want me to know about you as a person, student, and reader.

Why it is important -- Pay attention to your internal criteria for reading an unfamiliar work. Think about how you seek to organize plot, how you contextualize time periods, the representations of peoples in familiar or distant places. Pay attention to the things you *like* to talk about when it comes to literature: what is important to you? A mature thinker chooses and develops his or her own criteria in order to evaluate the quality of texts. What criteria do you find yourself constructing as you read this novel?

Other things you can do:

- Join the summer reading programs at your local library:
 - [Bloomington Public Library](#)
 - [Normal Public Library](#)
- Study Biblical Allusions. It is a great idea to get your hands on a children's Bible and read through the major stories such as the Creation stories, Cain & Abel, Jacob & Esau, the Flood, Moses and the Exodus, Abraham sacrificing Isaac, and the Christmas Story.
- "Keep good sentences in your ears," especially poetry. Here are two great podcasts to begin exploring poetry and poetry analysis on a weekly basis
 - [The Slowdown](#) (usually less than 5 min and consists of a weekly reading of a poem by former Poet Laureate, Tracy K. Smith and current).
 - [Poetry Unbound](#) weekly podcast structured in the form of a poetry reading, analysis, and then a final reading. This is an *excellent* model of how to encounter poetry and is one we will use as a model for a poetry project we will do later in the year.
- Above all, read, read, read: Try the free [Sync Audiobook](#) program that pairs a YA text with an older text each week. Yes, listening to books counts! Just read!

There you have it. Let's get to work!

STUDENT NAME: _____

Rubric-AP Literature Summer Assignment

<ul style="list-style-type: none"> ● STR 3.A Identify & describe how plot orders events in a narrative 		
	<input type="checkbox"/> I can read closely to determine what the text says explicitly	
	<input type="checkbox"/> I can make logical “guesses” aka inferences as to what is <i>not said</i>	
<ul style="list-style-type: none"> ● LAN 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself 		
	<input type="checkbox"/> I can write a letter in which the development, organization, and style effectively and specifically convey my relationship to reading to my audience: my teacher	